

Elementary Professional Development

October 14, 2013

- ☐ Revising the agenda for the day from a report card only focus to a focus on teacher needs
- ☐ Decisions to make & non-negotiables*
 - Teaching to PA Core Standards (July 1, 2013)*
 - CCSS adopted by PA 2010
 - Legislation HB 1551
 - Currently tied to Keystone exams and the 3 – 8 State exams (2015)
 - Teacher evaluation tied to scores
 - Response to Instruction & Intervention (RtII)*
 - Reading Workshop
 - Words Their Way/Spelling/Vocabulary
 - Report cards
- ☐ What is most important?
 - An essential need to focus on academics by way of research-based best strategies.
 - Students are coming to middle and high school unable to read. Currently, several students at the high school are reading on first and third grade levels.
 - Districts in our area with similar demographics are out-scoring us on the state assessment.
 - Transition to PA Core Standards is needed now regardless of the approach. Our students will be assessed on these standards in less than two years.
- ☐ Provide summary of data collected from teacher emails (positives/negatives/suggestions)
- ☐ Ask staff to contribute additional items where necessary (*See Gathering Feedback Document)
- ☐ Set ground rules for discussion
 - Participate to the fullest of your ability. Community growth depends on the inclusion of every voice.
 - Listen when others are talking without interrupting.
 - Speak from your own experience instead of generalizing. Be specific. Give examples of your experiences.
 - Challenge one another respectfully. Focus on ideas and solutions.
 - Are there other ground rules you would like to establish?
- ☐ Get into groups to discuss. Be prepared to report your decisions back to the whole group.
- ☐ Build a plan
 - How will you report student progress for marking period number one?
 - What approach will you take for the remainder of the year?
 - What is your plan for continued growth and improvement of student learning? Formulate a plan.
 - **See Grade-Level Planning document